

**Counselor Education Program**

**School of Psychology and Counseling**

**Report 2020-2021**

**Counselor Education Program**

The Counselor Education Program (CEP) houses the MA Clinical Mental Health Counseling (CMHC) degree, which follows the 2016 CACREP standards. This report outlines key data from 2020-2021 academic year.

**Modifications to Curriculum**

In reviewing the outcomes for 2020-2021, a revision was made to COUN 5223 Career Counseling and Lifestyle Development. COUN 5033 Ethical, Legal, and Professional Standards was added as a prerequisite to help students with understanding the ethical implications and issues required for COUN 5223.

The Counselor Education Program Faculty are currently reviewing COUN 5083 Counseling Theories, which is a 7 week course. Students are struggling with articulating their therapeutic approach, and the faculty is considering making this course 15 weeks to allow more time to study and demonstrate theoretical approaches.

These decisions are made by the Counselor Education Program faculty, reviewed by the Advisory Council, and approved by the Dean of Psychology and Counseling.

**CPCE versus CECE**

Each semester students take the CPCE as a practice exam during COUN 5593 Applied Lab, Ethics, and Treatment Planning. During 2019-2020, students and staff experienced difficulties in working with Pearson Venue. Also, we learned about the staff turn over at CCE Global.

The CEP faculty researched and reviewed alternatives and decided to utilize the Counselor Education Comprehensive Examination Cooperative (CECE). The CECE is a paper/pencil exam with 120 items covering the 8 Core Content areas. The exam is free compared to the CPCE, which costs $75.00.

The one drawback to the CECE is that students do not get immediate results since the exams have to be graded. Students receive their results within 24 hours.

We have used this exam for two semesters, and the scores tend to be lower compared to scores on the CPCE. We will continue to assess the use of the CECE.

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| Core Area  | Student 1 | Student 2  | Student 3 | Student 4 | Student 5 | Student 6 | Student 7 | Mean |
| Human Growth and Development | 7 | 7 | 10 | 7 | 11 | 4 | 10 | 8 |
| Social and Cultural Diversity  | 13 | 12 | 11 | 6 | 7 | 6 | 4 | 8.43 |
| Helping Relationships | 10 | 8 | 7 | 8 | 5 | 6 | 6 | 7.14 |
| Group Work | 14 | 7 | 13 | 7 | 6 | 7 | 6 | 8.6 |
| Career Development | 9 | 6 | 8 | 11 | 6 | 10 | 12 | 8.9 |
| Appraisal | 7 | 7 | 8 | 3 | 3 | 7 | 9 | 6.3 |
| Research and Program Evaluation | 8 | 3 | 11 | 10 | 6 | 10 | 8 | 8 |
| Professional Orientation and Ethical Practice | 7 | 10 | 6 | 5 | 3 | 3 | 8 | 6 |
| Total | 75 | 60 | 74 | 57 | 47 | 53 | 63 | 61.3 |

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| Core Area  | Student 1 | Student 2  | Student 3 | Student 4 | Student 5 | Student 6 | Student 7 | Student 8 | Student 9 | Student 10 | Mean |
| Human Growth and Development | 9 | 8 | 10 | 7 | 7 | 9 | 11 | 10 | 9 | 7 | 8.7 |
| Social and Cultural Diversity  | 5 | 14 | 10 | 13 | 9 | 9 | 8 | 12 | 7 | 12 | 7.9 |
| Helping Relationships | 11 | 10 | 10 | 5 | 4 | 9 | 9 | 11 | 5 | 8 | 8.2 |
| Group Work | 7 | 13 | 8 | 9 | 9 | 8 | 11 | 14 | 5 | 9 | 9.3 |
| Career Development | 11 | 9 | 10 | 9 | 9 | 8 | 11 | 8 | 6 | 7 | 8.8 |
| Appraisal | 8 | 12 | 3 | 9 | 4 | 9 | 8 | 10 | 4 | 9 | 7.6 |
| Research and Program Evaluation | 5 | 5 | 6 | 7 | 2 | 10 | 5 | 9 | 4 | 8 | 6.1 |
| Professional Orientation and Ethical Practice | 9 | 12 | 8 | 8 | 6 | 9 | 8 | 10 | 6 | 8 | 8.4 |
| Total | 70 | 83 | 65 | 67 | 50 | 71 | 71 | 84 | 46 | 68 | 67.5 |

**Counselor Competencies Scale—Revised (CCS-R)** is completed by on-site supervisors for practicum and internship courses. Sections of this scale are also included in the grading rubric for the course Counseling Skills and Techniques to evaluate students’ basic counseling skills and techniques demonstrated in multiple role plays. The CCS-R is also used in COUN 5593 Applied Lab, Ethics, and Treatment Planning, This rubric is used during the student’s interview with the School of Psychology and Counseling Graduate Faculty, Director of LeTourneau Center for Counseling, and the Dean of Psychology and Counseling. Sections of this scale are also integrated into the grading rubric for group supervision for practicum and internship courses. This rubric is completed by the faculty group supervisor.

In reviewing the completed CCS-R, students scored well particularly with therapeutic environment (empathy and respect) and reflecting feelings. Comments common by site supervisors were for students to work on self-confidence and confrontation skills. These comments are typical; however, the core faculty are reviewing ways to help students with verbalizing client inconsistencies and discrepancies.

**Course Evaluations** are conducted at the end of each semester for every course. Students have an opportunity to evaluate both the course and the instructor by utilizing an online evaluation. This evaluation uses a 5-point Likert scale. Students also have an opportunity to write comments and suggestions about the course and the instructor. This information is used to evaluate the courses and to help determine if revisions are needed.

Students in the M.A. Clinical Mental Health Counseling program completed COUN 5023 Counseling Skills and Techniques, COUN 5033 Ethical, Legal, and Professional Standards, COUN 5043 Psychopathology, COUN 5083 Counseling Theories, COUN 5053 Research Methods, COUN 5093 Counseling Diverse Populations, and COUN 5133 Psychological Testing, The results of the evaluations are as follows:

COUN 5023 Counseling Skills and Techniques: **4.8**. The comments from students addressed the value of the role plays and liked the specific feedback provided from the instructor.

COUN 5033 Ethics: **4.9** The primary comment was the value of the conference calls and videos from the instructor.

COUN 5043 Psychopathology: **4.5** The primary comments stated that this course was beneficial but case study instructions were confusing. Core faculty member, Dr. Roudkovski, revised the instructions.

COUN 5053 Research Methods: **4.3** Students state the course is difficult, but they have a better understanding of APA and writing a research paper.

COUN 5083 Counseling Theories: **4.8** The primary comments stated that the role play exercises were helpful in understanding how to implement theories and specific techniques related to the theory.

COUN 5093 Counseling Diverse Populations: **4.4** Student feedback was they wanted more feedback on written assignments.

COUN 5133 Psychological Testing: **4.9** Student feedback was that they learned how to write a psychological report and more confidence in scoring and interpreting instruments. They also mentioned the benefit of having class conference calls throughout the semester.

**Student Remediation** is a means of helping students improve in specific areas. For this academic year, three graduate counseling students were reported for plagiarism. Remediation plans were created for each student.

**Student Professional Dispositions and Behavior** are also assessed at various times throughout the program. In addition to academic success, it is important to assess and evaluate a student’s professional behavior, ethics, emotional stability, openness to feedback, and knowledge and adherence to policies and procedures of the Counselor Education Program, School of Psychology and Counseling, the university, and the practicum and internship sites. A remediation plan was developed for one student who demonstrated difficulty in receiving constructive feedback from instructors and demonstrated difficulty in appropriate communication to the instructors.

**Program Objectives and Student Learning Outcomes** are evaluated at the end of each academic year. The university requires each academic area to provide an Institutional Effectiveness (IE) report. This report provides the program outcomes, course alignment, measurement tool, data collection process, target level of performance, results and modifications. This data is discussed with the graduate faculty of the School of Psychology and Counseling and the Dean. The students in the M.A. CMHC program took COUN 5043 Psychopathology, COUN 5023 Counseling Skills and Techniques, COUN 5383 Family Assessment, COUN 5083, and/or COUN 5033. The SLOs were met for each of these courses.

**Program Objectives and Key Performance Indicators**

Additionally, the CEP collects and analyzing data related to program objectives and key performance indicators. The data is reviewed by the faculty.

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| **Program Objectives**  | **Core Area** | **KPI** | **Course/Instrument** | **Target Outcome**  | **Results**  |
| Explain and implement ethical decision making skills | Professional Orientation | 2.F.1.i. Application of Ethical and Legal Considerations in Counseling | COUN 5033 Professional Orientation and Ethical Standards: Case Study Assignment | 80% meet or exceed the requirement of 80% or above  | Fall: 94% of students met or exceeded the requirements of 80% or above Spring: 94% of students met or exceeded the requirements of 80% or above  |
| Demonstrate knowledge and skills of culturally, developmentally, and ethically sensitive counseling | Social and Cultural Diversity | 2.F.2.c. Understand and Apply Multicultural Counseling Competencies | COUN 5093 Counseling Diverse Populations: Final Role Play  | 80% meet or exceed the requirement of 80% or above | Fall: 89% of students met or exceeded the requirement of 80% or aboveSpring: 100% of students met or exceeded the requirement of 80% or above  |
| Understand the interpersonal aspects of theodicy, the dynamics of spiritual direction, and means by which to address spirituality in counseling | Social and Cultural Diversity | 2.F.2.g. Recognize and Evaluate the Impact of Spiritual Beliefs on Clients’ and Counselors’ worldview. | COUN 5093 Counseling Diverse Populations: Philosophy of Counseling Paper | 80% meet or exceed the requirement of 80% or above | Fall: 82% of students met or exceeded the requirement of 80% or above.Spring: 94% of students met or exceeded the requirement of 80% or above.  |
| Demonstrate knowledge and skills of culturally, developmentally, and ethically sensitive counseling | Human Growth and Development | 2.F.3.a. Demonstrate Theories of Individual and Family Development Across the Lifespan | COUN 5073 Lifespan Human Development: Application Paper | 80% meet or exceed the requirement of 80% or above | Fall; 93% of students met or exceeded the requirement of 80% or above.Summer: 88% of students met or exceeded the requirement of 80% or above.  |
| Acquire and apply counseling skills, clinical assessment, testing, and intervention in counseling cases | Career Development | 2.F.4.i. Utilize Assessment Tools and Techniques Relevant to Career Planning and Decision Making | COUN 5223 Career Counseling and Lifestyle Development: Career Counseling Assessment Paper | 80% meet or exceed the requirement of 80% or above | Fall: 100% of students met or exceeded the requirement of 80% or above.Spring: 100% of students met or exceeded the requirement of 80% or above  |
| Analyze and apply theories and skills related to individual, couples, and group counseling | Group Counseling and Group Work | 2.F.6.g. Understand and Implement Ethical and Culturally Relevant Strategies for Designing and Facilitating Groups | COUN 5203 Group Counseling: Process Group Assignment  | 80% meet or exceed the requirement of 80% or above | Fall: 100% of students met or exceeded the requirement of 80% or above |
| Develop and describe a philosophy of counseling and professional identity | Counseling and Helping Relationships | 2.F.5.f. Develop Professional Counselor Characteristics and Behaviors | COUN 5023 Counseling Skills and Techniques: Final Role Play COUN 5033 Professional Orientation and Ethical Standards: Philosophy of Counseling  | 80% meet or exceed the requirement of 80% or above | Fall: 100% met or exceeded the requirement of 80% or aboveSpring: 89% of students met or exceeded the requirement Fall: 94% met or exceeded the requirementSpring: 100% of students met or exceeded the requirement |
| Acquire and apply counseling skills, clinical assessment, testing, and intervention in counseling cases | Assessment and Testing | 2.F.7.1. Understand the Use of Assessment Results to Diagnose Developmental, Behavioral, and Mental Disorders | COUN 5133 Psychological Testing: Test Administration and Report  | 80% meet or exceed the requirement of 80% or above | Spring: 90% of students met or exceeded the requirement of 80% or above.  |
| Explain research methodologies and program evaluation and its application to individual, couple, and family counseling | Research and Program Evaluation | 2.F.8.f. Understand Qualitative, Quantitative, and Mixed Research Methods | COUN 5053 Research Methods: Research Proposal  | 80% meet or exceed the requirement of 80% or above | Fall: 93% met or exceeded the requirements Spring: 100% met or exceeded the requirement |
| Demonstrate an understanding of contemporary issues, which include but not limited to gender, sexual orientation, addiction, and violence in treatment of individuals, couples, and families | Clinical Mental Health Counseling Specialty | 5.C.1.c. Principles, Models, and Documentation Formats of Biopsychosocial Case Conceptualization and Treatment Planning | COUN 5583 Addictions Counseling: Treatment Plan COUN 5091 Couples Therapy and Assessment: Role Play | 80% meet or exceed the requirement of 80% or above | Spring: 90% of students met or exceeded the requirement Fall: 93% of students met or exceeded the requirement  |
| Acquire and apply counseling skills, clinical assessment, testing, and intervention in counseling cases | Clinical Mental Health Counseling Specialty | 5.C.3.a. Demonstrate Ability to Implement Intake Interview including Mental Status Exam, Biopsychosocial History, and Assessment for Treatment Planning  | COUN 5113 Human Sexuality and Sex Therapy: Final Treatment Project  | 80% meet or exceed the requirement of 80% or above | Fall: 96% met or exceeded the requirementSpring: 94% met or exceeded the requirement |

Student strengths continue to be related to empathy, rapport building, establishing presenting problem, and goal setting.

Areas of growth relate to writing skills, APA format, research, and implementing theories.

Students continue to show growth in professional dispositions.

We continue to work with students about implementing feedback, asking for clarification, and strengthening their skills.

Student Demographics MA Clinical Mental Health Counseling

Fall 2020, we had 93 students enrolled; Spring 2021, we had 98 students enrolled, and Summer 2021 had 102 students enrolled. 87% of students are female, and 13% are male.

The below chart illustrates the ethnicity of the students:

|  |  |
| --- | --- |
| Ethnicity  | 2020-2021 |
| American Indian/Alaskan Native | 1% |
| Asian | 1% |
| Black/African American | 28% |
| Hispanic | 9% |
| International | 0 |
| Two or More Races | 7% |
| Unknown/Not Reported | 0 |
| White | 53% |
| Total | 100% |

2020-2021 Matriculates

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Major** | Title | Fall 2020 | Spring 2021 | Summer 2021 |
| CMHC | MA Clinical Mental Health Counseling | 26 | 15 | 13 |
|  |  |  |  |  |

44 students were new to LETU. About 91% reside in Texas with East Texas, DFW Metroplex, and Houston Metroplex as the top locations.

Completions

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Major** | Title | Fall 2020 | Spring 2021 | Summer 2021 |
| CMHC | MA Clinical Mental Health Counseling | 1 | - | - |

Job Placement

About 95% of our students work at least part time. Students work in a variety of settings including schools, nonprofit agencies, insurance companies, and mental health- related field.

Demographics and Data Analysis

The Graduate Counseling Faculty continue to work on gathering data from students and review courses based on outcomes and demographics. Faculty continue to review prerequisites to ensure students are following the course sequence.

Student Orientation

Because of the pandemic, the student orientation met virtually. For 2020-2021, orientation continued to meet virtually. Faculty continue to review virtual vs face-to-face orientation.

Student Feedback

Students report that they would like to have more residential classes. They suggested not to make it optional, but to require more intensives. Students commented that overall they feel like they receive feedback on their assignments, like the interaction with faculty, and like having video conference calls. Students noted some inconsistencies regarding grading of APA style and format.

Alumni Survey

Three alumni completed the survey. All three work full time in the counseling profession. All three passed the NCE, and all three stated that their graduate program experience prepared them for the NCE and current work. Of the three, one is a resident outside of Texas. Out of the three, one identified as being part of an under-represented or minority population.